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ABSTRACT

This document describes a survey of students from 23 different asynchronous (distance education) classes at Monroe Community College (New York). The eleven questions, and answers, included: (1) On what day do you most often log on to do your assignments? (Sunday had the highest percentage of 19%); (2) At what hours of the day do you do your online classes? (14% answered with between 10 a.m. and noon); (3) Do you think you will learn as much in this online class as you would in the traditional classroom? (41% answered not sure, while 40% answered yes); (4) Why did you choose to take this online class? (23% answered that enrollment was due to subject interest); (5) Do you think you learned as much in this online class as you would have in a traditional class? (59% believed they learned just as much as they would have in a regular class); (6) What were the best three learning activities in this class? (projects were ranked as the best learning activities at 23%); (7) What were the least effective learning activities? (discussions were found to be least effective at 19.6%); (8) What is the greatest advantage and disadvantage of online classes? (54% answered that the time schedule was the best advantage, and 37% responded a lack of face-to-face contact was the greatest disadvantage); and (9) Did you have a scheduled time to do your on-line class? (73% responded no); and (10) Would you take another on-line class? (83% indicated they would take another online class.) (CJW)

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Asynchronous Learning from the Student Perspective

This information was collected from asynchronous classes that I have taught via the SUNY Learning Network at Monroe Community College. These include courses in Health, Physical Education and Golf Management.

Question 1. On what day do students most often log on to do their assignments? This information was collected from the assignment submission dates. It included 1,096 submissions.

Monday	- 164	= 15.0%
Tuesday	- 168	= 15.3%
Wednesday	- 152	= 13.9%
Thursday	- 201	= 18.3%
Friday	- 102	= 9.3%
Saturday	- 106	= 9.7%
Sunday	- 203	= 18.5%

Question 2. At what hours of the day do students do their on-line classes? This information was collected from the times that assignments were posted on the Internet. It included 1,130 submissions. Times were broken down into 2-hour blocks.

12 – 2 AM	- 31	- 2.7%
2 – 4 AM	- 12	- 1.1 %
4 – 6 AM	- 2	- < .1%
6 – 8 AM	- 47	- 4.2 %
8 – 10 AM	- 80	- 7.1%
10 – 12 AM	- 159	- 14.1%
12 – 2 PM	- 119	- 10.5%
2 – 4 PM	- 154	- 13.6%
4 – 6 PM	- 124	- 11.0%
6 – 8 PM	- 127	- 11.2%
8 – 10 PM	- 152	- 13.5%
10 – 12 PM	- 123	- 10.9%

Question 3. Do you think you will learn as much in this on-line class as you would in the traditional classroom? This question was used as a discussion topic in the Introduction to several classes. The students were asked to explain their answer. The data is based upon 240 responses.

Yes	- 95	- 39.6%
No	- 26	- 10.8%
Not Sure	- 99	- 41.3%
More	- 20	- 8.3%

The remaining questions were asked in a survey after the course had been completed and grades had been assigned.

Question 4. Why did you choose to take this on-line class? The data is based upon 367 responses.

Interest in Subject	- 86	- 23.4%
Time Management	- 62	- 16.9%
Needed the credit	- 55	- 15.0%
Required course only on SLN	- 53	- 14.4%
Fit work schedule	- 24	- 6.5%
Fit class schedule	- 23	- 6.3%
Certificate program on SLN	- 16	- 4.3%
Other	- 48	- 13.1%

Question 5. Do you think you learned as much in this on-line class as you would have in a traditional class? The data is based upon 344 responses.

Yes	- 181	- 58.8%
No	- 56 *	- 16.3%
Not sure	- 20	- 5.4%
More	- 67	- 19.5%

* Of the 56 "No" responses, 30 were from students that were required to take the on-line course.

Question 6. What were the best three learning activities in this class? The data is based upon 864 responses.

Projects	- 202	- 23.4%
Discussions	- 145	- 16.8%

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Lectures	- 139	- 16.1%
Textbook	- 126	- 14.6%
Quizzes	- 90	- 10.4%
Final Exam	- 43	- 5.0%
Self Tests	- 42	- 4.9%
Module Instructions	- 22	- 2.5%
Internet Reading Assignments	- 21	- 2.4%
Other	- 34	- 3.9%

Question 7. What were the least effective learning activities? The data is based upon 377 responses.

Discussions	- 74	- 19.6%
Projects	- 44	- 11.7%
Discussion Reviews	- 37	- 9.8%
Lectures	- 30	- 8.0%
Introductory Discussion	- 25	- 6.6%
Quizzes	- 22	- 5.8%
None	- 47	- 12.5%
Other	- 98	- 26.0%

Question 8. What is the greatest advantage of on-line classes? The data is based upon 382 responses.

Time schedule	- 206	- 53.9%
Work at own pace	- 58	- 15.2%
Stay home	- 38	- 9.9%
Save travel expense	- 33	- 8.6%
Other	- 47	- 12.3%

Question 9. What was the greatest disadvantage of an on-line class? The data is based upon 293 responses.

Don't meet professor & students Face-to-face	- 107	- 36.5%
Getting access to ISP	- 30	- 10.2%
Getting computer access	- 26	- 8.9%
None	- 26	- 8.9%
Professor not available to Immediately answer questions	- 18	- 6.1%

Lack motivation	- 16	- 5.5%
Not as easy as I thought it Would be	- 14	- 4.8%
Others	- 56	- 19.1%

Question 10. Did you have a scheduled time to do your on-line class? The data is based upon 324 responses.

Yes	- 88	- 27.2%
No	- 236	- 72.8%

Question 11. Would you take another on-line class? The data is based upon 326 responses.

Yes	- 270	- 82.8%
No	- 36 *	- 11.0%
Maybe	- 20	- 6.1%

* 26 of the students that were required to take the on-line class answered "No" to this question.

Teaching asynchronously is no longer new but an accepted method of reaching out to students and thus making education more accessible. As you begin to develop your asynchronous class it can be beneficial to know how your students are going to react to their virtual classroom. Student surveys from 23 asynchronous classes serve as the basis for this presentation. Most people enjoy playing games. This can work in the classroom and will be used in the presentation of this material. It is important to know why your students chose an asynchronous class instead of the traditional classroom. Time management is the initial response but there are several other viable reasons. Many students entering the E-education class believe that they can learn as much as in the traditional classroom. More students are not sure however. Using the same question at the conclusion of the class shows that the majority of the students that were unsure now believe that they can learn as well asynchronously. When do students do their on-line classes and do they have a set schedule? The biggest days are Thursday and Sunday while Friday and Saturday are slow days. This is important for course design since it will help determine the selection of due dates for assignments. It may also influence the professor in his scheduled days for review of class work. Students log on to their class 24 hours of the day. Peak hours are late morning with high levels of volume until midnight. Most students indicate that they have a basic schedule but one of the great advantages of E-education is that it can be flexible and they take advantage of that. Diversity of learning styles becomes apparent in the discussion of what types of assignments worked and what didn't work. Class discussion ranked high on both lists illustrating that what work well for one student didn't work for others. This means we must use varied methods of delivery of information. Finally the overwhelming response was that students would take another class on-line after this experience.

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